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Student Recognition Day Number

In This Number



THE COVER

Page 1

Johnson Hall at Nebraska Wesleyan University provides background for three students leaving the building. Several details indicate that church-time is near and that this is the every-Sunday scene in Lincoln as it is for thousands of Methodist students on other campuses. The importance of keeping students close to the church will be emphasized on Student Recognition Day, January 1, 1950.

"BUT THIS ONE IS DIFFERENT"—B. M. M.

Page 3

The editorial tells of the beginning of Student Recognition Day and traces the worthwhileness of devoting a Sunday during the holidays to the students of the local congregation.

RECOGNITION OF STUDENTS—W. Bruce Strother

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The author of this article concerning Student Recognition Day speaks from his own experience as a pastor. At present, he is serving Immanuel Church, Covington, Kentucky.

MID-CENTURY STUDENTS—A Service of Worship for Student Recognition Day—Alvin W. Ritts

Page 5

The service represents a contribution of the Department of College and University Religious life to CHRISTIAN EDUCATION MAGAZINE and to the local church for the celebration of Student Recognition Day. The service is based on a paper prepared by Mr. Ritts in a training course for adult workers with students held last summer at Garrett Biblical Institute.

TWENTY-FIVE TIMES FIVE

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Five brief biographies give an accounting of the stewardship as well as the presidency of five men who have completed 25 years of service in the office of college president: R. B. Burgess, John W. Long, L. M. McCoy, Harry Lee Upperman, Richard E. Womack.

INTERNATIONAL UNDERSTANDING AND THE COLLEGE

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The Conference on the Role of Colleges and Universities in International Understanding spent four days of intensive work in considering the responsibilities of higher education in international understanding. Their goals are set forth in this report of the meeting.

GETTING AT THE GRASS ROOTS—Myron F. Wicke

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Dr. Wicke outlines the types of help available in the Department of Educational Institutions of which he is Secretary.

SPECIAL DEPARTMENTS

CHRISTIAN EDUCATION MAGAZINE

BOYD M. McKEOWN, *Editor*

BERNICE BURROUGHS, *Associate Editor*

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NOVEMBER-DECEMBER, 1949

Number 5

"But This One Is Different"

A FEATURE which had its beginning a dozen years ago in a staff meeting in the Department of Schools and Colleges of the former Methodist Church, South, is presented in this issue. The discussion was centering around the perennial problem of how to relate young people in college more closely to their home churches.

Dr. Harvey Brown asked, "Wouldn't a special worship service for and by college students while they are home for the Christmas holidays be a help in this connection?" "Are you proposing another special day?" asked one of the group. "Some tell us we already have too many special days."

"But this one is different," said Dr. Brown. "There would be no special offering taken; it would come at a somewhat slack time in the Church's program; and as regards both the nature of the service and the participating personnel it would be something new and interesting."

The proposal was approved and soon thereafter suggestions for a Student Recognition Day observance began to channel through to local churches. Interestingly enough, the promotion of Student Recognition Day departs from the usual course. There is no General Conference designation of the occasion; no annual conference endorsements of the "day" are obtained; and no great array of special literature is issued.

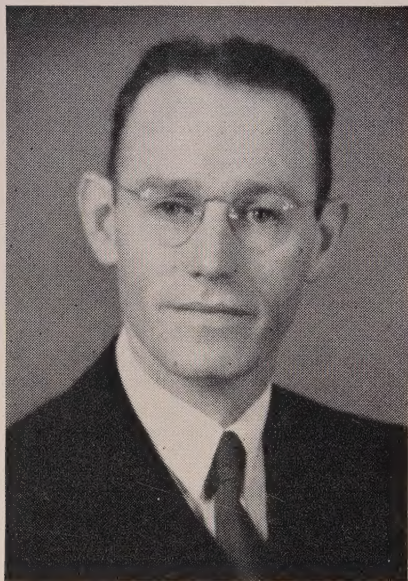
Colleges, Wesley Foundations, and executive secretaries of conference boards of education see values in this local church observance and help with its promotion. CHRISTIAN EDUCATION MAGAZINE regularly carries in its November-December issue both the suggested program for the Student Recognition Day service and articles in support of the occasion. Other church periodicals and papers are also very cooperative.

Since unification, Student Recognition Day has been emphasized as an annual program feature by the Department of College and University Religious Life. It is estimated that during the Christmas season a year ago more than one third of the churches of Methodism gave public recognition to their college and senior high school students.

The observance in spite of its short history is already yielding returns. It is holding for the church many young people whose interests might easily become centered elsewhere during those days of rapid social and intellectual adjustments.

B. M. M.

Recognition of Students



By W. BRUCE STROTHER

OBSERVANCE of Student Recognition Day in the local church achieves two outstanding results. First, the service of recognition gives the student a sense of spiritual backing. How decisive this is at times, and how important it is to know that one has spiritual backing and support! In stabilizing young lives, more is wrought by warm-hearted interest than this world dreams of.

The second value of the observance is that it does something for the church. It reminds the congregation of responsibility to the student—a responsibility that is urgent and real. If Mother Monica or Mother Susannah had evaded responsibility, who can be sure that Augustine or Wesley would have stirred souls for God? If Mother Church evades responsibility to students, who can estimate the loss?

The tremendous pressures that

are being brought to bear today upon students places us under the urgent and immediate necessity of thinking of education as something much more than the mere transmission of facts. It must also be a counseling process by which students are trained to expect, to identify and to deal with the situations which they meet. The church is definitely concerned both for the well-being of human personality and for the outlook of potential leaders.

The church's recognition of the importance of the student begins long before the young person goes to college. It is the pastor's privilege to counsel with students of his congregation all through their school years, and when the young people go away from home to school he has added opportunity. Whether he talks to the students as a group or individually, he must remind them that a strong moral and religious offensive is adventuresome and that participation in religious activities on the campus is enriching.

The church's interest in the student should be just as active when the young people are on distant campuses as when they are at home.

Without guidance, students can be caught in the headlong rush that characterizes most campuses and the interest in church can be crowded to the sidelines. Preoccupation with many different interests on the campus causes many spiritual casualties.

Student Recognition Day was founded that we may make a rich and telling use of the opportunity that is ours to reach the student. In giving most serious attention to the student who is home for the holidays, we shall be making greater inroads upon the secularism of our day and we shall be helping our students as they encounter the multitude of demands made upon them.

Mid-Century Students

A Service of Worship for Student Recognition Day

January 1, 1950

Prepared by ALVIN W. RITTS with the

Cooperation of the Department of College and University Religious Life.

Order of Worship

Prelude:

(Tune, Finlandia, No. 599, *The Methodist Hymnal*.)

Call to Worship:

The hour cometh and now is when the true worshipers shall worship the Father in spirit and in truth. For the Father seeketh such to worship him. God is a spirit. Let us worship him in spirit and in truth.

Silence:

(*This is broken by the playing of the opening hymn—after which the congregation rises and sings.*)

Congregational Hymn:

No. 7, *Now Thank We All Our God*.

Invocation:

(*The congregation remains standing.*) The hour has come when we would worship thee, O God, the hour that today takes on more significance because it comes at the beginning of a half century. Our prayer at this moment as we stand at the threshold of the second half of the twentieth century is that we may come to know thee as our God, that through thy power we may live lives that will witness to thy love and understanding, to the end that thy will may be done on earth, and that our lives and the lives of men and women over all the world may be lived abundantly in peace and brotherhood. (*Congregation sits.*)

Minister:

We are all students of one kind or another, yet today we are keeping foremost in our thoughts and prayers the students in our high schools, colleges and universities. Student Recognition Day is observed in many Protestant churches on this Sunday because college students are at home. We are concerned about the decisions and the choices of our students. We are concerned about their awareness of God, and the way their lives are being shaped as they seek truth and live it. This day should help us especially to secure a better understanding of the religious lives of young people on the campuses and of the work of the Methodist Student Movement.

Let us pray. Almighty God, our heavenly Father, who hast committed to thy holy Church the care and nurture of thy children; enlighten with thy wisdom those who teach and those who learn, that, rejoicing in the knowledge of thy truth, they may worship thee and serve thee all the days of their lives; through Jesus Christ our Lord. Amen.¹
O thou only wise God, in whom are all the treasures of wisdom and

¹ *Book of Worship*, page 195.

knowledge; we beseech thee to illuminate all the universities, colleges and schools with the light that cometh from above, that those who teach may be taught of thee, and those who learn may be led by thy spirit, and by the increase of knowledge thy truth may be confirmed, and thy glory manifested through Jesus Christ the living word. Amen.²

Anthem:

(Choir or soloist may sing, *O Thou Whose Feet Have Climbed Life's Hill*, No. 559.)

Responsive Reading:

(The congregation rises. One of the following Responsive Readings in "The Methodist Hymnal" may be used if it fits the minister's short sermon better than the one given below: 32nd Sunday, first reading [page 599], or 23rd Sunday, second reading [page 589].)

Leader:

As we begin to live in the last half of the twentieth century, we want the living Christ to be seen in our daily lives. Christ lives where the student seeks knowledge to further the welfare of mankind, and where he seeks an education so that he can be a better servant to God's children, and where he seeks not wisdom for selfish ends, but wisdom that can be used to help others.

Response:

Christ lives where the lawyer, doctor, farmer, teacher, professor and businessman—where all of us—seek to serve all men no matter what their race, creed or color.

Leader:

Christ lives where the employer seeks first not his own enrichment but the welfare of his workers, and gives what needed service he can to his fellow men through his business.

Response:

Christ lives where the employee seeks through his labor to provide his brother-man with a needed product and where he supplies a good day's work for the wage he has accepted.

Leader:

Christ lives where men help their fellow children of God who are hungry, naked, sick and lost by sharing what they have with them.

Response:

Christ lives where relations between individuals are based on the individual worth of each soul by the quality of character that each person demonstrates.

Leader:

Christ lives where the individual seeks the difficult way of good instead of the easy way of evil.

Response:

Christ lives where men seek God and love their fellow men as much as they love themselves.

Leader:

Let us reaffirm our faith in the following statements of belief:

Affirmation of Faith: (In unison)

I believe that there is one true God, maker and ruler of heaven and earth,

² *Book of Worship*, page 166.

who is able to guide men through the centuries if they will open their lives to him.

I believe that the central figure in the Christian faith is the person Jesus Christ to whom all men must turn, and in whom all men may find new life, and under whose leadership the nations will find healing.

I believe that there are creative forces inherent in the Christian faith that are adequate for the deepest needs of men and nations, which, if implemented, will bring the new social order of our dreams.

I believe that the Church is a fellowship which can transcend all man-imposed barriers—social, political, economic and racial—and can unite in fellowship and understanding the people in all lands of every race and nation.

I believe that Methodist students in common with other Christian students will discharge their contemporary and future obligations through disciplined personal living and creative participation in building the new world order of which Jesus taught and lived.³

Before thee, our Father God, we confess these to be our beliefs. Amen.

Gloria Patri.

Scripture Lesson:

(*Congregation sits.*) Romans 12. (*Read by a student.*)

Prayer:

(*By a student.*)⁴

Lord's Prayer.

The Offering: (*Another special number by students may be included here as the offertory.*)

Congregational Hymn:

(*Congregation rises.*) No. 294, *Father in heaven, who lovest all.*

Presentation of the Students:

(*High school and college.*)

*Talks by the College Students.*⁵

³ This Affirmation of Faith was adapted for use in this service from the service of worship for Student Recognition Day by Harold A. Ehrensperger, in the November-December, 1943, issue of *Christian Education Magazine*.

⁴ Some of the following suggestions may be used by the student.

a. Directed meditation could be used, guided by restating each of the main ideas set forth in the Affirmation of Faith and allowing the congregation to think about each idea and its meaning in their own lives for the coming years.

b. Directed meditation could also build around the scripture reading and an examination of our lives before Paul's letter. Thoughts similar to the following could be given for the people to think about: "Has my body, mind and spirit been acceptable to God?" "As members of one body, have we used the gifts we possess to serve God and his kingdom?"

c. A short prayer could be given by a student followed by the pastoral prayer.

⁵ These talks should not be more than five minutes in length. If there are no college students to present these reports, they should be included in the sermon.

a. "The Methodist Student Movement: Its program on the campus and its emphases for 1949-50." (This talk should begin with activities on the student's own campus; a quick glimpse of the national scene, and back to his campus life. Material on the subject may be obtained from the Department of College and University Religious Life, 810 Broadway, Nashville 2, Tennessee.)

b. "The Methodist Student Movement at Work in the World and Its Summer Service Projects." (If possible, have someone give this talk who has participated in the summer volunteer program or who expects to do so in the future. Material concerning this subject may also be obtained from the Department of College and University Religious Life.)

Sermon:

"Mid-century Students." ⁶

Invitation to Commitment.

Minister:

As we have meditated on the religious living of our students and have heard them tell about the work they are doing, let us come to this closing period of our service with a desire to commit ourselves to a new concern for the lives of students everywhere that their knowledge may be turned into constructive channels.

As we come into this challenging New Year and into the last half of the twentieth century, let us begin this year with a renewal of our dedication to God and his kingdom. (*Pause.*)

As Christians, what is your mind as we face the years ahead?

People:

We thank thee, our Father, for all the joys and blessings of the past years, and for the strength we found in thee in our times of trouble. We know we have fallen short of thy will in many ways and have not given to thy Son, our example and redeemer, the proper place in our lives.

Today as we face the last half of the twentieth century, we promise to make Christ live more in our lives by being true Christians toward all people. We also renew our pledge to God and to his Church, promising to uphold it by our prayers, our presence, our gifts and our service.

To thee, O God, we commit our souls, bodies, minds and hearts. Amen.

Congregational Hymn:

O Young and Fearless Prophet, No. 266.

Benediction.

Suggestions for the Pastor

1. If the secretary of student work in the W.S.C.S. does not have a list of the students in college, ask her to prepare one. If there is a large number of college students from your church, make her chairman of a committee to prepare the list. Include in this list not only members but also those who participated in your church program before going to college.

2. In late November write to Nashville for any of the materials that will be needed for Student Recognition Day. (Those listed in the service of worship.)

1. Early in December work with the student secretary of the W.S.C.S. to prepare a letter to be sent to the students before the middle of the month. State your plans for Student Recognition Day and any other activities you may plan for them.

2. You should contact by personal letter those students that you want to have any special part in the service. A personal note to all of the returning students would be a good idea. Be sure to get the material to the speakers during the second week of December.

3. Be sure to see that high school seniors are recognized. Student Recognition Day is meant for them, too.

4. An article should appear in your local paper explaining Student Recognition Day, listing your students and the schools which they attend.

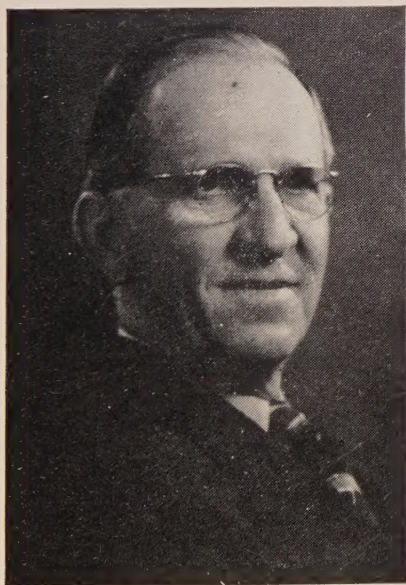
⁶ If talks by students are given, this sermon should be very short, not more than ten minutes, and should be a summary of the students' statements including a challenge to the students and congregation.

If the talks are not given, the minister should include some of the material to show what students are doing at "Mid-century," and what they plan to do and the challenge before all of us in the last half of the twentieth century.

Twenty-five Times Five

FIVE presidents of Methodist schools, presented here, have passed the 25th milestone of service for their schools. Twenty-five years for each educator gives a total of 125 service years. When the individual records are multiplied by the number of students each president has known, the evaluations of the influence of these leaders reaches into higher measurement than arithmetic. They are only "known unto God."

The five records of achievement, which are related in these columns, tell something of the tribulations of the president's office and something of the triumphant. In twenty-five years, each man met experiences in both classifications. In retrospect, the triumphant achievements stand out.



R. B. Burgess

In 1923 when Dr. R. B. Burgess came to the presidency of Textile Industrial Institute (now Spartan-

burg Junior College), Spartanburg, S. C., friends and creditors of the school thought it would be closed. The institution owed \$355,000; the plant comprised Hammond Hall and the president's home. There were 45 high-school students and five teachers on the campus. The institute had no academic rating; in the work-study program the students were employed only in textile plants.

Dr. Burgess had served four years as a pastor in South Carolina Conference when the needs of young people without means to gain an education challenged him to help train Christian ministers and laymen. He had been serving as dean of the institute when elected to the presidency.

Dr. Burgess received both the A.B. and M.A. degrees from Wofford College. The University of South Carolina conferred the doctor of divinity degree in 1932.

A visit to Spartanburg Junior College today reveals the courage with which President Burgess has worked through the years. The school now is a standard junior college accredited by all state agencies, and it is free from debt. There are 375 students and a well-chosen faculty. The students gain experience and necessary self-support through working in a number of industrial and business concerns of the city. Six permanent buildings add to the beauty of the rolling campus which has been increased in area from 25 to 75 acres. The plant now is valued at \$750,000.

The lifting of the \$355,000 indebtedness has been the source of great satisfaction to Dr. Burgess, who knows, as few others do, the weighing-down influence of such a millstone. The president and the trustees have not only taught the

value of self-help; they have given practical demonstrations of its value. And more important, they have been able to increase the school's service to ambitious youth by enrolling only those students who must devote part of their time to outside work in order to obtain an education.

Spartanburg alumni now serving the church, the state and the business world testify to the soundness of the school's educational method and to the need for more junior colleges offering a spiritual atmosphere and an opportunity to students to earn as they learn. Dr. Burgess' contributions to Spartanburg Junior College can be measured not only through the school's financial progress, but also in the achievement of that greater goal he keeps before him—the training of young men and women, “that they might have life and have it more abundantly.”

John W. Long

The fact that Dr. John W. Long was elected to the presidency of Williamsport-Dickinson Seminary, Williamsport, Pa., and now serves as president of newly founded Lyscoming College into which the seminary has grown, gives a thumbnail synopsis of the achievements of the man who has led students on the same campus since 1921.

Dr. Long refers to the institution's progress from high-school to junior-college status in 1929 and to a four-year college in 1947 as “a gradual and substantial development.” The word “substantial” also describes the steady character of leadership necessary to envision and to accomplish such achievements. The development also represents the utmost cooperation between president and the board of trustees.

In addition to the building of



John W. Long

young lives that he has witnessed. Dr. Long has worked at building a gym, chapel, memorial hall (classrooms and laboratories), fine arts building, president's residence, girls' dormitory. In Dr. Long's years of service, the school's endowment has been increased more than \$500,000; the plant more than \$1,000,000.

President Long came to “the school on the hilltop” in 1921 from a Methodist pastorate in State College, Pa., where he had organized and directed the Wesley Foundation. A native of Sussex County, Delaware, he studied at Dickinson College (A.B.; D.D.) and Drew Seminary. Western Maryland College awarded the LL.D. degree.

Dr. Long served four pastorates in Pennsylvania before entering the educational field. Leading students in a wholesome all-round growth on a campus dedicated to Christian principles has in effect been a continuation of his ministerial work.

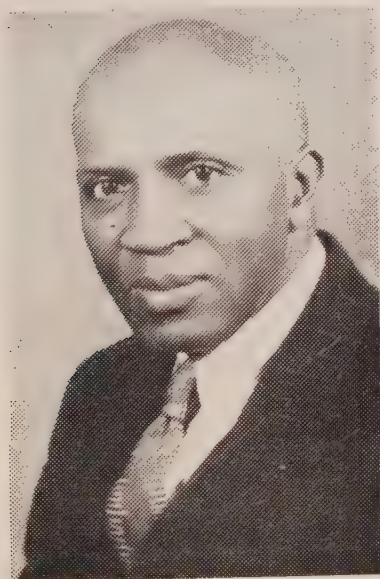
L. M. McCoy

Dr. L. M. McCoy came to the presidency of Rust College, August 28, 1924, from the position of dean at Morgan College, Baltimore, Maryland. Dr. McCoy has described the school as it appeared when he arrived twenty-five years ago:

"Rust College, as we found it when Mrs. McCoy and I succeeded Dr. and Mrs. M. S. Davage, showed many improvements that had taken place since I left Rust College as teacher of mathematics in 1911. It was a new Rust.

"We were made welcome by the citizens and by the faculty and students. The 1924 faculty was an excellent one, and cooperated in a splendid way. The students were, in most cases, a splendid group. Twenty-eight were college men and women; thirty-six preparatory students, and more than 300 grade students."

President McCoy has effected



L. M. McCoy

many advances since 1924. In 1949, Rust College has no grade students; only two classes of preparatory students; college students total more than 300; the college instructs more than 600 in-service teachers in its summer school and 800 attend extension classes held in communities off the campus.

Rust College has developed agricultural projects such as poultry, hogs, dairy, orchards, soil conservation, to aid students financially and at the same time to teach them to make the most of what they have.

In 1924, only a few teachers in Mississippi were graduates of the college; today more than 800 Rust graduates are teaching in the schools of the state, and others in school systems across the nation. Rust graduates have received degrees from some of the nation's best professional schools to become ministers, physicians, lawyers, and social workers.

Dr. McCoy has summarized the college's achievements in the quarter century in these words:

"I have tried to think what has given me the greatest thrill of my administration at Rust during this quarter of a century. In these latter days, I have seen the splendid crop of young men and young women who have come to Rust to study and have departed to serve. I have visited in their homes in the communities where they work and serve. They have married and reared families of splendid character and ability. These give me the greater thrill.

"I have seen the budget grow from \$40,000 annually to over \$200,000. Friends have sprung up from across the nation and thus made it possible for the institution to do a remarkable work with the limited funds that have been available most of the time. I have seen the college

enrollment grow from 28 to 300.

"I would be ungrateful if I did not say that the new administration building gives me a great thrill both night and day as I behold it. The building not only represents good architecture and good construction; it stands as a testimony to the sacrifice of many who gave the funds for it. I am grateful I had a hand in it."

President L. M. McCoy received the B.A. degree from Rust College; the M.A. from Morgan College. He taught in the rural schools of Arkansas and at Meridian Academy (later Haven Teachers College). In the fall of 1909 he was appointed teacher of mathematics at Rust College; in 1911 he was principal of the Lincoln High School, Fort Smith, Arkansas. Other teaching positions were professor of mathematics, Philander Smith College, Little Rock, Arkansas; principal of the Virginia Collegiate Institute (a branch of Mor-

gan College, Baltimore, Maryland); principal of Morgan Academy and dean of Morgan College.

Harry Lee Upperman

President Harry Lee Upperman was 28 when he and Mrs. Upperman arrived at Baxter Seminary, Baxter, Tenn., June 23, 1923. They looked over the two school buildings and the campus and knew the rest of the summer would be spent in painting and renovation, in clearing off the campus, mending broken windows and replacing oil lamps with electricity.

Since that time many more changes have come to the school and campus and most of them through the hard work of Dr. Upperman. From a student body of 35, enrollment has increased until the number of graduates in 1949 was more than double the entire student body of those early years.

Harry Upperman learned to work in industry—his first job at 14, following grade-school graduation, was in a machine shop in Baltimore. His evenings, however, were spent learning business subjects at the Y.M.C.A. At 16, he entered the employ of an insurance firm; at 20, he followed the call to preach and enrolled in the ministerial training course at Williamsport-Dickinson Seminary (now Lycoming College) where he was graduated in 1918.

During World War I, the young minister served as Y.M.C.A. secretary on troop trains and opened business schools in army camps for returned soldiers. After the war, he entered Syracuse University where in 1922 he received both the B.A. and M.A. degrees. Following graduation, he studied in England.

Dr. Upperman was professor of Bible and Biblical Literature at Williamsport-Dickinson Seminary



Harry Lee Upperman

when an interview with Dr. John L. Seaton of the Methodist Board of Education, led Dr. Upperman to work with youth of the mountains of Tennessee.

Dr. Upperman's investment of his life at Baxter Seminary has been the cornerstone of the school, and through the years others have added their investments to his. William B. Ward, of the Ward Baking Company, gave Dr. Upperman his first hope of enlarging the plant through gifts that added materially to the campus. Mr. and Mrs. Henry Pfeiffer, Methodist philanthropists, live on through their gifts to the seminary. Dr. Albert G. Odell, of Clifton Springs, N. Y., constantly aided the school with funds and counsel as a trustee. Among other outstanding gifts were those from Dr. John Lowe, Miss Anna N. Gibson, Miss Florence W. Gibson, from the Tennessee Daughters of American Revolution, and from a long list of friends of the school.

For all this expansion in service Dr. Upperman takes no personal credit. In his words, the school has moved forward "only by the conviction that this is a divinely guided work dedicated to providing boys and girls with a sound education based on Christian principles, by maintaining a faculty of consecrated Christian men and women, by daily prayer and by the generosity of many Christian friends and through their prayers."

Richard E. Womack

President Richard E. Womack, of Lambuth College, Jackson, Tenn., not only has had the distinction of directing the work of one school for 25 years; he is the college's first president.

Dr. Womack was well prepared



Richard E. Womack

for the demands of a Methodist college. Growing up in a family of nine children on an Arkansas farm gave him the versatile background of education in rural life. Scholastic training came in the acquiring of an A.B. degree at the University of Arkansas; graduate study at the University of Wisconsin; M.A. degree at George Peabody College for Teachers. Teaching experience began in the rural schools of Arkansas in 1903. He had moved on to the position as professor of history in Arkansas State Normal School in 1909, when he began a career of administration in his appointment as superintendent of the Conway, Ark., public schools in 1917 and as headmaster of Hendrix Academy in 1922.

Dr. Womack's skill as an educator and his outstanding contributions as a layman led to the office of college president. Through the years many distinctions have come

to Dr. Womack, among them the granting of the honorary degree of doctor of laws by Union University. He has served as delegate to four General Conferences, to the three Southeastern Jurisdictional Conferences, to the Uniting Conference and to the Ecumenical Conference of Methodism in 1947.

Dr. Womack serves as president of the Southeastern Jurisdiction Board of Education and as a member of Memphis Conference Board of Education. He is a member of the Board of Trustees of Memphis Conference, Inc.

With all his generous sharing of time with church-wide interests, he also has given unstintingly to Lambuth College. Under his leadership Lambuth College has advanced from 70 students when the college began in 1924 to 430 in 1949; in property value from \$60,000 to more than \$1,000,000; from no endowment to \$125,000. Dr. Womack sums up the joy he has had in 25 years in one sentence: "I have my greatest satisfaction in the fact that I have been privileged to lead in the building of a Christian college that had no existence until 25 years ago."



President Roadman, of Morningside College, breaks ground for building

Morningside College Takes "Official Scoop"

Because an ordinary spade could not typify the modern construction of the new \$500,000 gymnasium at Morningside College, Sioux City, Iowa, officials climbed aboard a ten-ton hydraulic shovel to break ground for the building.

Piloted by Dr. E. A. Roadman,

college president, with other dignitaries looking on, the shovel took the first official scoop in the gymnasium's erection. Completion of the structure will bring to a close a \$1,000,000 expansion program which has been carried out by the college administration during the past two years.

International Understanding and the Colleges

EDUCATION for international understanding is a fundamental responsibility of all levels from elementary through adult education. Recognition of that responsibility was evident in the fact that more than sixty national organizations co-operated in a conference on "The Role of Colleges and Universities in International Understanding," held under the auspices of the American Council on Education at Estes Park last summer.

Nine groups worked intensively during the four days of the conference to define the responsibilities of colleges and universities for international understanding and to translate into practical terms, the values these institutions represent.

It was recommended that a central coordinating committee or agency be established at the national level as a fact-finding and information-furnishing committee available to all agencies and institutions. This coordination committee should serve also as contact and liaison with inter-governmental agencies.

The committee could assume responsibility for economical dissemination of information to institutions on the structure and work of the existing agencies, on publications, and on available speakers and materials for training programs. These responsibilities would include matters dealing with the interchange of persons, knowledge and skills authorized under the Fulbright and the Smith-Mundt Acts, the Act ratifying UNESCO and similar educational legislation.

To facilitate the program at the local level, it was recommended that there be established on each campus a faculty or faculty-student

"Committee on International Education" as a central point of contact for cooperative work with outside agencies and as a planning and coordinating committee for the institution.

Specialized Training

The new role of the United States in world affairs demands an increased supply of educated personnel for the varied responsibilities that must be assumed abroad. Individuals who enter foreign service in any capacity need certain types of training which must be provided by the nation's institutions of higher education. No student should leave college unaware of his responsibility toward the building of an enduring peace.

The conference recommends that a fundamental course in "international affairs" be offered in all colleges and that all students, regardless of their specialization, be urged to take it. Such a course might include three essential components: (1) a survey of the basic factors which influence international affairs; (2) an analysis of the political organization of sovereign states and the system of power politics which has resulted; and (3) the recent development of international organizations and influences tending toward the establishment of a world society. Such a course would require an adequately trained teacher and one who could devote time to research and field study.

In addition to the fundamental course recommended for all students, a concentration of courses in the international field which students could take as a non-vocational major or minor is proposed.

The fundamental course is especially important in the training of teachers for elementary and secondary schools, since international understanding should be an objective of all teachers regardless of specialization.

Extracurricular Activities

Foreign students are now found in numbers on every college campus and planning is necessary for their guidance and orientation. It is recommended that special agencies, appropriate to the size of the institution and the problem, be established to meet their needs.

Programs for sending American students abroad for travel, study and work projects are recognized as a vital contribution to international understanding and to higher education. Methods of solving the financial problems of foreign study are mentioned, especially the University of Colorado savings and loan system and governmental assistance of various types.

Adult Education

Colleges and universities are equipped to serve their communities as centers of interest in international understanding. They should keep in close touch with federal agencies, UNESCO, the United Nations and other sources for speakers, films and other material for community use and enlightenment. They should encourage wider contacts and usefulness for foreign students and teachers in the community.

International Organization

UNESCO, at its second general conference held in Mexico City in 1947, instructed the Director General to call a conference of representatives of higher education in 1948

to consider, among other things, the development of an international organization of universities. Thinking was carried a step further at conference in Utrecht, Holland, in the summer of 1948.

The members of this conference have carried the plans a long step beyond the thinking of the Utrecht conference and unanimously requests the American Council on Education to agree: (1) to act as a coordinating and sponsoring agency to bring to the attention of American colleges and universities the results of the Utrecht and Estes Park Conferences; and (2) to bring the same reports to the attention of educational associations, urging that they discuss the matter in their national meetings and appoint a representative to a conference to be called by the American Council on Education for the purpose of pooling viewpoints and determining ways and means of selecting delegates to the 1950 International Conference of Universities.

The complete report of the Conference is being published by the American Council on Education which soon will be available. Reports on the conference's recommendations will appear from time to time in *Education and National Affairs*, a bulletin of the American Council.

* * *

The college campus of a church-related college should be a kind of experimental station or demonstration center for the Christian religion. In this environment there should be found a positive faith in God, an exemplification of Christian idealism, a compelling desire to build a Christian society, and a loyalty to the ethical and moral standards of the Hebrew-Christian tradition.—*Bishop Marshall R. Reed.*

Methodist College Foundation

Dr. B. Joseph Martin, vice-president of Oklahoma City University, Oklahoma City, Oklahoma, has been appointed executive director of the Methodist College Foundation of North Carolina.

The Foundation which has been authorized and set up by the two North Carolina conferences (the North Carolina and Western North Carolina) is a cooperative effort of

both conferences and its purpose is to enlist the 350,000 Methodists in North Carolina in the adequate support of the five Methodist educational institutions in North Carolina. They are Duke University, Greensboro College, High Point College, Brevard College, and Louisburg College.

The Methodist College Foundation was organized last year and its membership represents all sections of the state.

From Haygood in China to Hendrix in Arkansas

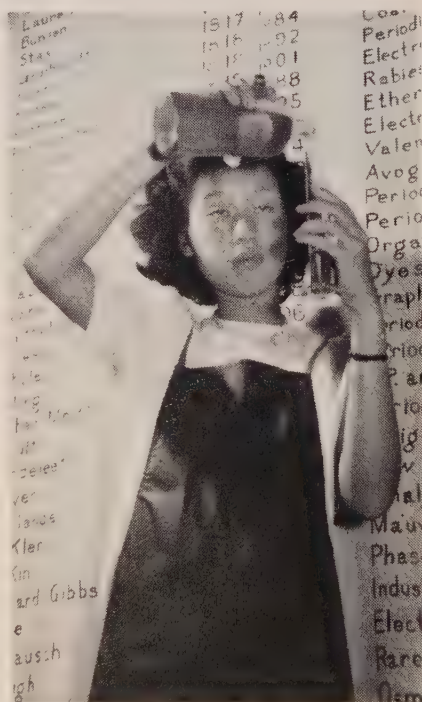
The coming of Marie Frances Pan of Soochow, China, to Conway, Ark., for enrollment in Hendrix College was the last in a long series of events which connect the Mason E. Mitchells of Conway with China through the Methodist mission field.

Mrs. Mitchell, a graduate of Scarritt College for Christian Workers, taught the mother of Marie Frances in the Davidson Girls School in Soochow in the early part of the century. When she learned that Marie Frances wanted to study in an American college, she and her husband at once began plans to have her come and live with them and enter Hendrix.

Mary Milster Mitchell, a recent graduate and student body president of Scarritt College, followed in her mother's footsteps and became a missionary teacher in the same Davidson School in Soochow last year. There she met Marie Frances, then a student in the Laura Haygood School in Soochow.

Marie Frances, who is a fourth generation Christian, speaks excellent English, having studied it as a foreign language in China. She plans

to return to China on completion of her degree in chemistry and do pharmacy and research work.



Marie Frances concentrates on classwork.

Getting at the Grass Roots

By MYRON F. WICKE

*Secretary, Department of Educational Institutions, Board of Education,
The Methodist Church*

EVERY institution, public or private, is required constantly, as one of the terms of its being, to justify its very existence. When an institution ceases to meet a genuine need, its reason for continuance has passed. Our colleges are no exceptions to these conditions. They too are always on trial to prove their right to be, which means, in most instances, their right to support.

Agency of Service

It is the function of the Department of Higher Education to assist colleges in every possible way to merit the support they must have if they are to grow and prosper. The Department is an agency of service to colleges, and by its service must also justify its existence. The best service can be rendered, however, only when the colleges are aware of need, and when they are willing to call for assistance.

It is not the function of the Department to present neat answers to the puzzling and complex questions which today face all educational institutions. Such omniscience cannot be claimed. The aim is rather to help the institutions to find the answers for themselves as they apply locally and specifically.

There are some college administrators who believe that their only problems are financial. No one can, of course, deny the urgency of the financial needs facing the colleges today. The Department of Finance is to take an aggressive part in facing the financial demands of our institutions, and to an important extent this is a matter with which all must be concerned.

But it must be pointed out vigorously that college problems are rare-

ly financial alone. Institutions must merit support before they can hope to get it, and they must make it known that help is merited. This is to say that each institution must have qualities which win the active support of many. Such an institution will succeed.

Decisive Factors

Thus the quality and attractiveness of our programs are usually decisive. No carelessly developed or unimaginatively administered college plan will long attract adequate support. Institutions which continue to postpone drastic renovations in their work until such time as they have money enough to do all they wish will, alas, never change. For there is never enough money. Colleges must be constantly at work to make their programs more effective, more useful, more important to students. It is the aim of the Department to help the colleges to find the best answers to their own individual questions, and thus to earn the support they must have.

Available Assistance

Many kinds of assistance have been made available to the colleges by the Division of Educational Institutions, and no institution should be unaware of these opportunities. The services of the Department of Higher Education have grown out of the long and significant contributions of such men as Dr. John O. Gross, now the Executive Secretary of the Division of Educational Institutions, and Dr. W. M. Alexander, who for ten years immediately prior to unification was at the head of the program of Higher Education of the former church, South.

Some of these services may be briefly listed below. They emphasize academic and administrative guidance.

1. The Secretary has met with many faculty and administrative groups on local campuses in retreats, for special faculty studies, in regular faculty meetings. Illustrative of the problems discussed are these:

Religious opportunities and responsibilities.

The present urgency of general education, and the special implications of general education for the church-related college.

Unrealized opportunities of the guidance work of the college.

Possibilities and methods of improving instruction.

The reexamination of college objectives, and the relationship of objectives to the college constituency.

The curriculum and college objectives.

These are listed only to suggest the kinds of problems frequently considered; each has its bearing upon the total program of a campus.

2. The Department has been deeply concerned with administrative practices generally, and has encouraged the development in the colleges of sound financial records, aiming to have them brought into harmony with the recommendations of the National Committee on Standard Reports for Institutions on Higher Education.

3. For institutions not adequately accredited, the Department offers much assistance to aid in gaining full accreditation. This is done by formal surveys or by informal study and consultation with faculties and administrations. This work is carried on in cooperation with the University Senate of The Methodist Church and with other accrediting agencies.

4. The annual Institute of Higher Education will continue to offer a top-quality workshop for educators, bringing together distinguished leaders to consider crucial questions facing higher education and particularly those facing the church-related college. The fruitfulness of the Institute has been widely recognized. It grows in importance and in influence.

5. Colleges seeking personnel will find available to them confidential credentials on several hundred candidates for faculty and administrative posts. This service is soon to be expanded upon the employment of a full-time Secretary to head the Department of Personnel. The Department of Higher Education is at present responsible for the service.

6. Of utmost importance is the interchange of ideas among our institutions. This is carried on in the monthly *President's Bulletin Board* and in the quarterly *Trustee*. An expanded program to exchange academic and administrative ideas among college deans is now being planned. This will reach the very grass-roots of our colleges. A successful innovation on one campus may frequently be applied with equal success on another campus.

Front-line Needs

Even more needs to be done, much more, to help one another. Indeed this suggests a major function of the Department—to listen carefully to what the men on the firing line have to say, and to be especially alert to the needs they see on the front-line itself. It is so easy to "solve" problems from a comfortable swivel-chair. It is another matter to bring help to the field. The Department aims to know the needs in the field.



BOOK *Browsers*

BY JOHN O. GROSS

Understanding Christianity (The Ronald Press), by Edgar M. McKown, dean of Evansville College, and Carl J. Scherzer, chaplain of Protestant Deaconess Hospital, Evansville, is a concise introductory statement of basic Christian beliefs. Stated in simple, direct language, the important tenets of Christianity are interpreted in a lucid manner for students and laymen. The wide use of the Bible made by the authors helpfully ties it into the discussions that are presented within this volume. . . . *More Hilltop Verses and Prayers* (Abingdon-Cokesbury Press), by Bishop Ralph Spaulding Cushman and his son, Professor Robert Earl Cushman, is another helpful aid for the devotional life to add to previous publications by Bishop Cushman. . . . *Religion and Culture* (Sheed and Ward), by Christopher Dawson, is one of the most comprehensive studies made in recent years of the effect of religion upon culture. The author in his survey of culture in our modern world finds that the intimate connection between religion and culture has been broken. Now instead of religion controlling, control rests with a scientific secularized world. Survival, Christian leaders need to recognize, depends upon the recovery of moral control and re-establishment of a spiritual order. . . . *Talks to Youth* (Abingdon-Cokesbury), edited by Gordon C. Speer, is a series of 18 short, inspirational addresses on subjects of interest to young people. . . . *Christian Ways for College Days* (John Knox Press), by Harry G. Goodykoontz, has been prepared for

students to assist them to make the four years of college a time for strengthening spiritual moorings in college and beyond. God and religion are not electives, and the author shows young college students how to integrate religion into all of life. . . . *The Negro in the United States* (Macmillan), by E. Franklin Frazier, is a comprehensive survey of the Negro in American life. It will be an excellent textbook for courses on the Negro in American life and an indispensable book for the reserve shelf of the Department of Sociology in any college. . . . *How to Build a Better Vocabulary* by Maxwell Nurnberg and W. T. Rhodes brings sparkle to an old subject. The authors realize that most readers who come across new words will not go to the trouble of looking them up in a dictionary. They present some helpful aids for persons who failed to get any course in word study while in college. College students especially should know this book and, if possible, add it to their bookshelves. . . . *Ecumenical Student Workbook* (The United Student Christian Council) is an interpretative report on the Ecumenical Student Conference which was held during the 1948 Christmas holidays on the campus of the University of Kansas.

Books Received

Better Men for Better Times, by the Commission on American Citizenship. . . . *School and Church—The American Way* (Harper & Bros.), by Conrad Henry Moehlman.

Dr. J. N. R. Score Passes



Members of the staff of the Board of Education were saddened on September 26 by a telegram announcing the death of Dr. J. N. R. Score, president of Southwestern

University, Georgetown, Texas. He had been ill for some months but recent reports as to his condition had been encouraging.

Dr. Score's life was a busy and fruitful one. In addition to carrying large responsibilities in his immediate tasks first as a pastor and later as a university president, he had, for more than fifteen years, served the Church on many boards and committees. Continuously since 1934 he was a member of the Board of Education. He was a member of five General Conferences and of the Uniting Conference in 1939.

He was a native of Missouri, was educated in Scarritt-Morrisville College, Emory University, Pacific School of Religion, and Edinburgh. He served as chaplain in World War I and filled pastorates at Epworth University Church, Berkeley, California; St. Paul Church, Houston, Texas; and First Church, Fort Worth, Texas.

After becoming president of Southwestern in 1942 he was instrumental in the obtaining of numerous large gifts for the school and in a great expansion of its physical facilities. Under his leadership Southwestern strengthened its academic program and won increased prestige both as an educational institution

and as a service agency of The Methodist Church.

Dr. Henry Nelson Snyder

In the recent death of Dr. Henry Nelson Snyder both Methodism and Southern education lost a great leader, whose influence had been felt for more than a half century.

Dr. Snyder was born in Macon, Ga., in 1865. His education included B.A. and M.A. degrees from Vanderbilt and several years of study in England and Germany. He received honorary degrees from the University of South Carolina, Duke University, and Furman University.

His teaching experience began at Vanderbilt but in 1890 he was called to Wofford College as professor of English Literature. Ten years later he became president of the institution, a post which he held until his retirement in 1942.

Three books of significance came from his pen: *Sydney Lanier, A Study in Interpretation*, 1906; *The Persistence of Spiritual Ideals in English Letters*, 1927; *An Educational Odyssey*, 1947. This last-named volume was a review of fifty years of Southern Education.

His service to education and to Methodism was reflected in his membership on important councils, committees, and boards. He was a member of the Unification Commission, the Joint Hymnal Commission of Methodist Churches, the General Board of Christian Education and of various accreditation bodies. He was a member of the Uniting Conference in 1939 and of several General Conferences. He repeatedly was made chairman of the important General Conference Committee on Education, an assignment which he discharged in superb fashion.

National Christian College Day

Bishop Francis J. McConnell, addressing the first General Conference of united Methodism in 1940, stated that the newly formed Methodist Church would be able to accomplish many things that the branches of Methodism then being welded into a cohesive working force had never been able to accomplish while working separately. Widespread cooperation in the attaining of common goals provides the only method of solving harassing local problems and bewildering issues that are global in their significance.

The bishop used an illustration saying that the ocean is normally a beautiful blue in color but it is blue only in the mass. Dip a glass of water from the surf as it rolls up on the beach and you have only a glass of water murky from sand and sediment or at best merely clear like the water that runs from the pipes in your home. Only in the vastness of the ocean itself does one see the radiant, shimmering blue and feel the uplift that its inspiration brings.

That might well be taken as a parable of the spirit and purpose of National Christian College Day. The National Protestant Council on Higher Education adopted last January, and suggested to its member denominations, a pattern for the observance by all Protestant churches throughout America of a day on which from every Protestant pulpit there might be delivered a message emphasizing the importance of church-related colleges and the obligation of their respective denominations to give them adequate financial support.

The date suggested for this nationwide observance is the second Sunday after Easter, except in those years when Easter comes so late as to project College Day over into

May, in which case the date for the observance would be the first Sunday after Easter. In 1950 the date suggested is April 23. Methodist Colleges, Wesley Foundations, and annual conferences are urged to give this date consideration as they make their own College Day plans and to synchronize their schedules with that suggested above.

It is still true that "One shall chase a thousand but two shall put ten thousand to flight."

State Department Seminar

Twenty-three carefully selected students and instructors, representing twelve colleges and universities in all parts of America, participated in a Student-Professor Seminar in Washington during August. The seminar was conducted by the Department of State and was designed to give the participants a more comprehensive picture of the part played by the State Department in the conduct of foreign affairs. Several top level State Department officers appeared on the seminar program.

Grades Tell a Story

A recent study of marks earned by students at Washington State College tends to confirm some popular notions about student scholarship and also to discard certain other popular opinions.

Mr. Harry Chambers, registrar of the college, who made the study, states that it shows unmistakably that co-eds make better grades than men students; that spring is not a time when campus romances thrive better than at other periods; that married students make better marks or grades than unmarried students; and that the veterans on the campus are still maintaining their early post-war scholarship supremacy.

Stewardship of Power

By HAROLD A. EHRENSPERGER

METHODIST STUDENTS will bid the first half of the twentieth century farewell with a consideration of types of power that have been dominant in the bloodiest period in man's history. They will seek to understand how other kinds of power can be brought into man's life so that the second half of the century will be marked by decency, respect for personality and peace.

Leaders at Urbana

To consider this Herculean task for the Christian's future, the Methodist Student Movement will assemble at the Fourth National Methodist Student Conference at Urbana, Illinois, December 27-January 1, one of the greatest arrays of ability in leadership that has ever been brought into a student conference. Dr. Harry Rudin of Yale University will discuss power concepts in contemporary life. Chancellor Robert Maynard Hutchins of Chicago University will deal with the atomic dilemma and Bishop Hazen G. Werner will analyze the power of human personality.

Tensions created by power will be treated by Dean Liston Pope of Yale University who will talk on the power tensions in USA-USSR relationships. For one of the evening programs, Channing H. Tobias, well-known leader in the struggle for human rights, will talk on "Civil Rights—National and International."

The power of world organization and man's control of it will be described in the world church by Bishop G. Bromley Oxnam, vice-president of the World Council of Churches. In the realm of world political organizations, President George D. Stoddard of the Univer-

sity of Illinois and American president of UNESCO will talk on "UNESCO and the Power of Ideas."

The practical use of power in individual and social living will be discussed by Dean Harold Bosley of Duke University. Dean Walter Muelder of Boston University will not only coordinate all platform hours but toward the end of the conference he will also summarize the concepts of power that have been discussed.

The New Year will be ushered in with a great Sunday morning service in which Bishop Richard Raines will speak on "The Power of Personal Commitment."

Afternoon Meetings

In the afternoons in addition to interest hours which will bring experts on a wide variety of subjects, the conference will be divided into ten subconferences over which will preside such well-known leaders as Dr. Harvey Seifert of the University of Southern California, Herman Will of the Methodist Peace Commission, Richard T. Baker of the Columbia University School of Journalism, Robert Hamill of Burlington, Iowa, George Baker of Southern Methodist University, Grant Shockley of Clark University and Miss Thelma Stevens, one of the executive secretaries of the Woman's Division of Christian Service.

Great evening features will lend brilliance and novelty to the conference. *On to Urbana* has become a slogan that means on to greater knowledge and inspiration for thousands of Methodist students across the nation.

CAMPUS RELIGIOUS LIFE

Methodist Student Movement

Books for Urbana

Three study books have been planned definitely for the Urbana Conference and executed under the guidance of the College and University Religious Life Department. In many ways the production of these books has been unique in any student movement. The authors were given specific instructions by the Planning Commission for the conference. Then each author submitted to the regional student leadership training conferences a detailed outline of the book he proposed to write. Students and adult leaders in these conferences of the summer of 1948 made a thorough diagnosis of the outlines, offered suggestions and criticisms which were sent back to the authors with their original outlines.

Harland Hogue's *Christian Faith and the Campus Mind* discusses the basic concepts of the Christian faith in a popular and understandable way. It will be widely used in all groups during this year when the Advance emphases are on the Christian faith.

Robert Hamill, well known to students because of his background in Wesley Foundation work, religious emphasis weeks and national conferences, is the author of *Gods of the Campus*. It analyzes the pagan situation on the campus, the gods that are worshiped and the prevailing ideas and mores that furnish the hindrances to Christian living on the campus. The book is excellently planned for discussion purposes and

contains suggestions for supplementary reading.

The main tenets of the Christian faith and the analysis of the campus religious situation would be incomplete without suggestions for remedies. No technique has been more discussed and is in more of an experimental stage than that of the small fellowship group or cell. Because there will be fellowship groups at the National Conference and also because the Planning Commission felt that a definitive book in this whole field was needed, Dr. Harvey Seifert of the University of Southern California was asked to write the book which has been called *Fellowships of Concern*.

Christianity has never remained static. Basically it has always been a missionary religion. For the interdenominational Advance Movement, Richard T. Baker was asked to write the book for the Advance in all the churches. Several hundred thousand copies of his book *Let's Act—Now!* have already been sold. It will be used as one of our conference books. The price of this book is 50¢.

In order to have as wide reading as possible, the three books commissioned by the conference committee will sell for 75¢ each.

MSM Organizes for Action

The national seminar of the Methodist Student Movement met in Nashville, Tenn., October 26-30, to appraise methods of church work among students and to effect closer coordination of effort. The result was a new organization—the Methodist Student Workers Association

—and the election of officers. The 130 delegates included directors of religious life on Methodist college campuses, Wesley Foundation leaders and other workers in the Methodist Student Movement.

Officers of the newly organized Methodist Student Workers Association are: President, Paul Burt, director of the Wesley Foundation, University of Illinois; vice-president, Sam Laird, director of religious life, Emory University; secretary, Herman Beimfohr, director of Wesley Foundation at UCLA; treasurer, Paul Deats, associate director, Wesley Foundation, University of Texas. Five representatives were elected: S. Marion Weeks, director of religious activities, Clark College; Helen Currier, associate director, Wesley Foundation, University of Kansas; Wilbur Grose, director Wesley Foundation, University of Minnesota; Paul Stopenhagen, minister to students, Harvard University; Justus Olson, minister of students, University of Wisconsin.

Reports were brought from eight

research committees with a discussion period following each presentation. A number of reports mentioned increased needs for religion on campuses and the barriers to the interpretation of religion. The seminar sought to strengthen the impact of religion through student groups.

Emphasis was given to the relationship of the Methodist Student Movement to the church's quadrennial program of Advance. Use of the current study, "Our Faith" by college groups was noted. Advance recruitment goals for fulltime Christian workers were inherent in a number of committee reports.

The planning committee for the seminar comprised the following leaders of student work on boards of the church: H. D. Bollinger, Harvey Brown and Harold Ehrensperger of the Board of Education; Dorothy Nyland, Caxton Doggett, and Kathryn Bieri, of the Board of Missions and Church Extension; Harold Ewing, executive secretary of the interboard Committee on Christian Vocations.



Informal discussion at Seminar² (left to right): John Deschner, executive secretary, United Student Christian Council; A. Raymond Anderson, Wesley Foundation director, University of Oklahoma; Herman Beimfohr, Wesley Foundation director, UCLA.

CAMPUS NEWS

Art Begins at Eighty

A year ago Charles B. Allerton of Kalamazoo, Michigan, bought a two-dollar box of water colors, sat down at the kitchen table to paint, and today is one of the most outstanding painters of primitives in the country.

Eighty-two years old and graduate of Mt. Union College (Alliance, Ohio) in 1888, Allerton has painted 15 pictures to date, of which almost all are country settings taken from memories of his boyhood life on a farm. A New York publishing firm recently purchased his "Woodcutting" and "Winter on the Farm" and is expected to spend \$5,000 to make plates for each of the paintings.

According to Julius Vander Linde, Kalamazoo artist-technician, every art authority who has examined Allerton's works has stated that they are better primitives than those by Grandma Moses, Eagle Ridge, N. Y., famed 88-year-old painter of primitives.

Unaffected by all his recognition, Allerton is still drawing on the top of the kitchen table.

\$42,000 to Albion College

Five bequests totaling \$42,000 have been received by Albion College (Albion, Mich.) according to an announcement made recently by President W. W. Whitehouse of the college.

All the bequests, with the exception of one, were designated for either the general endowment of the college or its scholarship funds.

Commenting on the five recent bequests, President Whitehouse said, "Albion is receiving an increasing number of bequests, both large and small, from friends and alumni of the school. These gifts indicate a recognition of the impor-

tance of the church-related college in the training of future leadership in the true American spirit of individual initiative."

Pension Plan at Northwestern

A pension plan for all staff employees of Northwestern University (Evanston, Ill.) has been adopted by the Executive Committee of the Board of Trustees, according to Kenneth F. Burgess, president of the Board. Staff employees who reach the age of 65 and who have been full-time employees of the university for at least ten years will be eligible to receive the benefits upon retirement. Pensions will vary according to length of service and annual salary, with the maximum pension amounting to \$2,000 per year. Annual pensions will amount to one per cent of the average salary for the last five or ten years prior to retirement, multiplied by years of service plus \$10 per year for each year of service up to a maximum of 25 years.

All costs of the plan will be borne by the university, although the board reserved the right to revise the plan from time to time.

Seaton Hall Dedicated

Seaton Hall, Albion College's new dormitory for men, dedicated September 1, is the gift of the Kresge Foundation. Participating in the dedication ceremonies were Bishop Fred P. Corson of Philadelphia, president of the General Board of Education of The Methodist Church; Bishop Marshall R. Reed, resident bishop of the Detroit Area of The Methodist Church; President Emeritus John Lawrence Seaton, in whose honor the dormitory is named; Dr. Sebastian S. Kresge,



The Seaton Hall dedication at Albion College (left to right): President Emeritus John Lawrence Seaton, Bishop Fred P. Corson, Stanley S. Kresge, Bishop Marshall R. Reed, and President W. W. Whitehouse of Albion College

and Dr. W. W. Whitehouse, Albion president.

Seaton Hall has accommodations for 234 men. The building is a four-story fireproof structure of colonial design, a model of comfort, resulting from the careful planning of furnishings and equipment. A large lounge with attractive open fireplace, a recreation room, an infirmary and a post office are housed within the building. First building of the college postwar development program, the dormitory represents an investment of \$800,000.

Duke Inaugurates President

Significant programs marked the recent inauguration of Dr. Hollis Edens, third president of Duke University. Three hundred and fifty representatives of colleges and universi-

ties were among the 5,000 who attended.

On the day preceding the inauguration messages were brought by Dr. Raymond Blaine Fosdick, adviser to the Secretary of State and former president of the Rockefeller Foundation; Sir Oliver Franks, British Ambassador to the United States; and Norman Cousins, editor, *Saturday Review of Literature*.

In his inaugural address, President Edens outlined a ten-year program for the university to include "bold venture" and "positive action."

Discussing Communism and education, President Edens stated: "I have no hesitancy in saying that as far as I am concerned a member of the Communist party does not belong in the company of teachers

who believe in moral and spiritual values and are devoted to the truth.

"This," he said, "presents no problem at Duke University, nor is any anticipated. The coercion of sound judgment within the university faculty will always be a corrective influence upon the immature scholar who is inclined to accept untested findings and half truths.

"There will be differences of opinion, debate and controversy, but this is expected where independent thought is encouraged. It is according to our American way of life, and our nation is more secure because of it."

President Edens said, "I fear unjust suspicion, irresponsibility and a vacuum of faith more than I fear ideologies."

Dr. Edens was installed by Willis Smith, of Raleigh, chairman of the Duke Board of Trustees. The exercises were opened by Dr. Paul M. Gross, vice-president in the educational division. Dr. Harold A. Bosley, dean of the Duke Divinity School, delivered the invocation.

New Building at Union College

Bishop W. T. Watkins dedicated the new Chapel-Fine Arts building at Union College, Barbourville, Kentucky, October 14. Governor Earle C. Clements also spoke at the service.

The handsome colonial-style structure, costing \$400,000, was built to meet three needs—an auditorium to seat the entire student body, a suitable place of worship, and the housing of the fine arts division.

The new building includes a sanctuary large enough to seat 700 persons and a two-story fine arts section containing eleven piano practice rooms, two studios, a little theatre, radio-control room, instrumental room, music library, art room and large-group music classrooms.

President Conway Boatman was the main figure in the planning, financing, and promotion of the construction of the building. A gift of \$100,000 by the late Mrs. Henry Pfeiffer was a magnificent beginning in the financing of the structure. Kenneth H. Tuggle, former lieutenant governor of Kentucky and member of the college board of trustees, was chairman of the building committee.

Books on Education

Listed among "Important Educational Books of 1948-1949" in the *Saturday Review of Literature*, September 10 issue, is the volume, *Education for Life* (Abingdon-Cokesbury) by Dr. John Owen Gross. In outlining current trends in educational books, the compiler of the list placed first "a new burgeoning interest in student guidance at every age level."

Adrian Vice-President

Dr. Edmond H. Babbitt, former educational secretary of the Board of Hospitals and Homes of The Methodist Church, Chicago, Ill., became vice-president of Adrian College, Adrian, Mich., Sept. 1. In his new post, he will be in charge of finance.

Magazine in New Attire

In this number CHRISTIAN EDUCATION MAGAZINE says farewell to a format that it has used with no major changes since its initial issue in 1910. In the January-February, 1950, number, the magazine will appear as a twenty-four page periodical with a larger page size.

The magazine will continue to go to all ministers and to presidents and other administrative staff members in Methodist colleges. In addition, it will be sent to friends of Christian

higher education whose names may be sent in by college presidents or executive secretaries of conference boards of education. Of course it will continue to be sent, for the remainder of their twelve-month periods, to all persons now receiving it because of contributions of one dollar or more to Race Relations or

Methodist Student Day offerings.

Due to increased printing costs, it will be necessary to modify the policy of sending the magazine to persons giving \$1 or more to either of these special offerings and to make \$2.50 the minimum contribution entitling one to receive the magazine for a one-year period.

Campus ODDITIES

The Wishing Well, at the east entrance of the Hall of the Pioneers, at Kansas Wesleyan University, Salina, Kansas, is a gift in memory of a great pioneer cattleman, who came to the district in the 1870's, Mr. J. W. Bean. A lover of nature, Mr. Bean helped to build the beauty of the campus by the many evergreens and shrubs he contributed. While his daughter, Mrs. D. B. Millikin, was a student at Kansas Wesleyan, he presented the well to the School.

The Wishing Well is prominent in the celebration of the traditional Lilac Fete each spring at lilac time. When the ceremonies are held in the Sams Chapel, the well is recreated in paper and cardboard, and wishes for the good of the college are made with the dropping of a spray of lilacs into its depths.

The well was photographed recently for a Christmas card. The picture will carry the caption, "We are *Wishing* you *Well*."

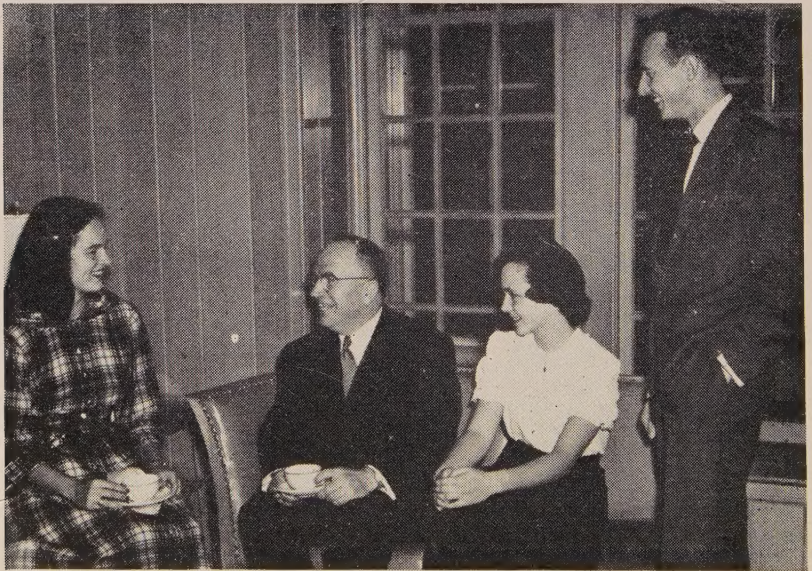


Kansas Wesleyan students gather at Old Wishing Well, campus landmark

At Your Service

The Rev. W. A. Rush, Secretary of the newly created Department of Finance in the Division of Educational Institutions, has outlined the services he hopes to make available to Methodist educational institutions, and to Wesley Foundations. Ten anticipated services, which constitute the Department's immediate objectives, are listed below:

1. Assisting the Finance Commission of our National Association in making a comprehensive survey of current and capital needs.
2. Serving as a consultant to college presidents, boards of trustees, finance officers, and directors of Wesley Foundations in their development programs.
3. Meeting with conference boards of education and commissions on World Service with the hope of increasing annual conference appropriations.
4. Assisting in the creation of financial literature for general use.
5. Studying financial trends as related to Methodist institutions.
6. Studying the methods of professional fund-raising organizations, and recommending additional personnel to direct campaigns.
7. Compiling a handbook of the philanthropic foundations which might be most helpful to Methodist colleges and Wesley Foundations.
8. Developing sectional coaching conferences on finance patterned after those recently held in New York and Nashville.
9. Attending regional and national association meetings.
10. Making summaries of the annual reports submitted by colleges and Wesley Foundations in order to measure our progress in the light of actual needs.



Bishop G. Bromley Oxnam talking with Sally Schwab and Bonnie Ford, students at Allegheny College, and Rev. Robert Browning of Stone Methodist Church, Meadville, Pa. The bishop visited the campus to address the students.

POST SCRIPTS

ON COLLEGE NEWS AND VIEWS

More than 2,500 alumni and friends of DePauw University (Greencastle, Ind.) contributed nearly \$30,500 to the 1949 alumni fund, it was announced recently by Robert Crouch, alumni secretary. The number of contributors, Crouch said, sets a new record, and the year's goal was exceeded by \$500. Proceeds of the fund are to be used for the maintenance and increase of staff salaries.

* * *

Evansville College (Evansville, Ind.) was authorized recently by the executive committee of the college board of trustees to make formal application to the Federal Communications Commission for license to establish and operate an FM radio station on the campus. The station will be established soon after the application is approved, according to President Lincoln B. Hale.

* * *

Drew Theological Seminary's (Madison, N. J.) 1949-50 course in Christian Theology under Dr. Edwin Lewis, professor of systematic theology and philosophy of religion, is designed to promote the purposes of the Advance for Christ and His Church. Students will use the eight booklets on *Our Faith*. Classroom discussion will follow the order of their topics: God, Christ, the Bible, Love, Prayer, Immortality, the Holy Spirit, and the Kingdom of God.

* * *

The University of Chattanooga (Chattanooga, Tenn.) was host recently to 160 distinguished scientists from 41 countries. These men and women were delegates to the United Nations Conference for Conservation and the Utilization of Resources,

and were guests of the Federal Government. Their trip to Chattanooga was sponsored by the TVA and the Chattanooga Chamber of Commerce.

* * *

Centenary Junior College (Hackettstown, N. J.) began its 76th year with the registration of 406 students, an increase of 14% over the 357 students enrolled a year ago.

* * *

Meharry Medical College (Nashville, Tenn.) will receive a grant from the federal public health service to be used in research and treatment of heart disease. The grant of \$172,330 for construction of animal facilities and laboratories for cardiovascular research will augment the program already under way, Dr. Murray Brown, director, announced. Dr. Brown, who was in Washington recently, emphasized that the Meharry program is a three-phased attack on the nation's greatest health program. "Only where teaching, research and care march hand-in-hand can we adequately meet this problem," he said.

* * *

Prominent Methodist clergymen from throughout the Ohio area assembled at Ohio Wesleyan (Delaware, Ohio) recently for the thirty-second session of the Ohio Pastors' School under the auspices of the Board of Directors in cooperation with the Commission on Ministerial Training. Bishop Hazen G. Werner, of the Ohio Area Methodist Church, presided over the graduate school for Methodist ministers. The five-day session included class sessions, discussions, fellowship, informal periods, and worship.

Sunday, January 1, 1950

The growth in the number of churches observing Student Recognition Day has been phenomenal. In its thirteen years of history it has been incorporated into the programs of an estimated one-third of the churches of Methodism. The date regularly used for this observance is the Sunday between Christmas and New Year. This year, there being no intervening Sunday, January 1, is suggested as the date for Student Recognition Day. The evening service may be, and often is, used for this purpose.

What to Do

Some suggestions for making the student emphasis a constructive influence in the congregation and in the lives of the students are listed as follows:

1. Organize a committee to plan, or to help plan, the service. Be sure to have one or more young persons on the committee.
2. If for any reason the pastor is not serving on the committee, a close relationship between him and the committee should be maintained.
3. Read the suggested program carried on pages 5-8 in this magazine. If it seems to hold possibilities for your church, write the executive secretary of your conference board of education or the Department of College and University Religious Life, 810 Broadway, Nashville, Tenn., for additional copies. The program has been reprinted in attractive leaflet form.
4. Draw upon and use Student Recognition Day materials that will be appearing in the *Christian Advocate* and other Church periodicals.
5. Enlist the cooperation of individuals and groups who might have a special interest in Student Recognition Day, for example, alumni of Methodist Colleges and church-school teachers.
6. Set up a list of specific objectives for the occasion. Be sure to state them in terms of persons.
7. In many churches it will be desirable to include the recognition of high-school seniors.
8. Use as many students or other young people as possible in the service.
9. Contact all the students from your church and write them about your plans for Student Recognition Day, urging them to be sure to attend. It is especially desirable to get acceptances before they leave their colleges from those who are invited to serve on the program.